

# **PHYSICAL EDUCATION GRADE-LEVEL EXPECTATIONS**

**Missouri Department of Elementary and Secondary Education  
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## PHYSICAL EDUCATION GRADE LEVEL EXPECTATIONS

The Physical Education Grade Level Expectations (GLEs) represent content that Missouri students are expected to know at each grade level. The GLEs are not a curriculum. They are, however, the learner outcomes that should be assessed at the local level to appraise student achievement. The GLEs should not be taught in isolation. Rather, they should be bundled together where possible into well-planned, sequential, and targeted lessons to accomplish district objectives to meet the Show-Me Standards.

Alignment to the Missouri Show-Me Content standards is found in the row titled "State Standards." The row titled "National Standards" refers to standards from the National Association of Sport and Physical Education (NASPE, 2004)

The following coding system should be used to reference the Physical Education GLEs:

**STRANDS:**

PA = Physical Activity and Lifetime Wellness

HM = Efficiency of Human Movement and Performance

**BIG IDEAS:**

Use the numeral preceding the Big Idea

**CONCEPTS:**

Use the capital letter designation

**EX:** The GLE "identify health-related fitness components" can be found in the *Physical Activity and Lifetime Wellness* strand (PA), under the first Big Idea – *Personal Fitness and Healthy Active Living* (1), in the concept *Health-Related and Skill-Related Fitness* (A), in grade 3. Therefore, the code for that particular GLE is: **PA1A3**. Generally avoid the use of periods or dashes in the coding.

# Efficiency of Human Movement and Performance



## Efficiency of Human Movement and Performance

3. Injury Prevention, Treatment and Rehabilitation										
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
<b>B.</b>	Demonstrate how to seek adult help when an injury has occurred (e.g., playground, field trips, lunch room)		Recognize the symptoms of breathing emergency (e.g., asthma, choking) and seek appropriate assistance	Recognize body signals that indicate injury and seek assistance		Recognize signals of sudden onset emergencies (e.g., high/low blood sugar, breathing, seizures) and seek appropriate assistance		Recognize non-life threatening injuries and explain how to provide basic care inside and outside the physical activity setting (e.g., Heimlich Maneuver, RICE – Rest, Ice, Compression, Elevation)	Apply knowledge of basic first aid for the treatment of injury inside and outside the physical activity setting (e.g., Asthma, CPR, RICE – Rest, Ice, Compression, Elevation)	Differentiate between life threatening and non-life threatening injuries and select the appropriate level of treatment (e.g., basic first aid, CPR, calling 911)
<b>Treatment</b>										
State Standards	<b>HPE 7</b>		<b>HPE 7</b>	<b>HPE 7</b>		<b>HPE 7</b>		<b>HPE 7</b>	<b>HPE 7</b>	<b>HPE 7</b>
National Standards	<b>NH 5</b>		<b>NH 5</b>	<b>NH 5</b>		<b>NH 5</b>		<b>NH 5</b>	<b>NH 5</b>	<b>NH 5</b>

# Efficiency of Human Movement and Performance

1. Fundamental Movement Skills and Games										
<b>A.</b>	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
	Demonstrate the correct form of three locomotor skills (e.g., walk, run, jump, hop, gallop)	Demonstrate all locomotor skills (walk, run, leap, jump, hop, slide, gallop, skip)	Demonstrate locomotor skills in combinations	Demonstrate locomotor skills using patterns, levels, tempo, directions, and pathways						
<b>Locomotor</b>										
State Standards	<b>HPE 4</b>	<b>HPE 4</b>	<b>HPE 4</b>							
National Standards	<b>NPE 1, NPE 3</b>	<b>NPE 1, NPE 3</b>	<b>NPE 1, NPE 3</b>							

# Efficiency of Human Movement and Performance

<b>1. Fundamental Movement Skills and Games</b>										
	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9-12</b>
<b>B.</b>	Demonstrate selected non-locomotor skills (e.g., push, pull, bend, twist, stretch, turn)	Demonstrate non-locomotor skills in a variety of activities	Demonstrate non-locomotor skills in a variety of activities using different levels and speeds individually and with a partner							
<b>Non-Locomotor</b>										
State Standards	<b>HPE 4</b>	<b>HPE 4</b>	<b>HPE 4</b>							
National Standards	<b>NPE 1</b>	<b>NPE 1</b>	<b>NPE 1</b>							

# Efficiency of Human Movement and Performance

1. Fundamental Movement Skills and Games										
C.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
	Demonstrate manipulative skills in a stationary position (e.g., rolling, throwing, catching, kicking)	Demonstrate a variety of manipulative skills while stationary and moving	Demonstrate individually and with a partner manipulative skills in a stationary position and while moving (e.g., throwing, catching, kicking, striking, volleying, and dribbling)	Demonstrate critical elements for manipulative skills (e.g., step forward opposite foot, arm position, step and follow through)	Demonstrate locomotor, non-locomotor and manipulative skill combinations during skill drills (e.g., throw to a partner while he/she runs to catch, dribble and pass a ball to moving receiver, catch thrown objects, continuously strike a ball against a backboard or wall with an implement)	Demonstrate sport-specific manipulative skills in games and modified sports activities				
<b>Manipulative Skills</b>	<b>HPE 4</b>	<b>HPE 4</b>	<b>HPE 4</b>	<b>HPE 4</b>	<b>HPE 4</b>	<b>HPE 4</b>				
State Standards	<b>HPE 4</b>	<b>HPE 4</b>	<b>HPE 4</b>	<b>HPE 4</b>	<b>HPE 4</b>	<b>HPE 4</b>				
National Standards	<b>NPE 1</b>	<b>NPE 1</b>	<b>NPE 1</b>	<b>NPE 1</b>	<b>NPE 1</b>	<b>NPE 1</b>				

# Efficiency of Human Movement and Performance

1. Fundamental Movement Skills and Games										
D.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
	Demonstrate introductory individual stunts (e.g., crab walk, bear walk, inch worm)	Demonstrate static and dynamic balance activities (e.g., stork stand, lame dog)	Distinguish between static and dynamic balance (e.g., one leg balance, forward roll)	Demonstrate combination of tumbling skills	Demonstrate basic inverted balances (e.g., tripod, headstand)	Demonstrate a tumbling routine	Analyze and correct errors in movement patterns and skills that require balance, basic tumbling, and range of motion	Apply mechanical principles of force, stability motion, and direction (e.g., lower the center of gravity)		
<b>Body Management</b>	Demonstrate ways to balance on different body parts at different levels	Demonstrate introductory stunts and tumbling skills (e.g., log, forward, egg rolls)								
State Standards	<b>HPE 4</b>	<b>HPE 4</b>	<b>HPE 4</b>	<b>HPE 4</b>		<b>HPE 4</b>	<b>HPE 4</b>			
National Standards	<b>NPE 1</b>	<b>NPE 1</b>	<b>NPE 1</b>	<b>NPE 1</b>		<b>NPE 1</b>	<b>NPE 1</b>			

# Efficiency of Human Movement and Performance

1. Fundamental Movement Skills and Games										
E.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Movement Concepts	Identify relationship with body parts (e.g., left hand to left shoulder, right elbow to left knee)	Demonstrate a variety of pathways, speeds, directions and levels using locomotor movements	Identify and demonstrate symmetrical and nonsymmetrical shapes at different levels (e.g., body letters, rope spelling)	Demonstrate a combination of movement concepts while performing various skills (e.g., skipping while dribbling a ball in a curved pathway in general space)	Identify body parts and functions in relationship to movement (e.g., long jump – arms swing forward when legs extend)	Connect the importance of posture and body positions with performance of various skills (e.g., swinging a bat, rope jumping, walking on a beam, throwing a ball)	Identify critical elements to improve performance in selected skills (e.g., throw various objects)	Apply critical elements of movement to various activities (e.g., transfer of learning, swing, throwing, strike, biomechanics)		Identify and analyze the critical elements of selected advanced skills (e.g., strength training, games)
	Demonstrate the difference between slow and fast movement when performing locomotor movements	Identify and demonstrate a variety of relationships (over, under, through) with objects (e.g., wands, hula hoops)	Apply relationship experiences with a person (e.g., crawl under partner's bridge) or with objects			Demonstrate manipulative skills with increased force, accuracy and control at different speeds, levels and directions (e.g., hit a target using an overhand throw from a variety of distances)				
	Recognize the difference between general and personal space		Identify and apply concepts relating to force (e.g., hard, soft, heavy, light)							
State Standards	<b>HPE 1, HPE 4</b>	<b>HPE 1, HPE 4</b>	<b>HPE 1, HPE 4</b>	<b>HPE 1, HPE 4</b>	<b>HPE 1, HPE 4</b>	<b>HPE 1, HPE 4</b>	<b>HPE 4</b>	<b>HPE 4</b>		<b>HPE 4</b>
National Standards	<b>NPE 1</b>	<b>NPE 1</b>	<b>NPE 1</b>	<b>NPE 1, NPE 2</b>	<b>NPE 1, NPE 2</b>	<b>NPE 1, NPE 2</b>	<b>NPE 1</b>	<b>NPE 1</b>		<b>NPE 1</b>

# Efficiency of Human Movement and Performance

1. Fundamental Movement Skills and Games										
F.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Developmental Games	Demonstrate cooperation with partners and small groups to accomplish a game objective  Demonstrate chasing, fleeing, dodging	Demonstrate motor skills while participating in low organized games	Demonstrate motor skills and knowledge of rules while participating in low organized games	Apply fundamental and specialized skills in lead-up games  Identify appropriate cooperative, social, and teamwork skills while participating in game situations	Apply fundamental and specialized skills in game situations	Apply fundamental and specialized skills in game situations with increased proficiency	Apply fundamental and sequential skills in game situations with increased proficiency			
State Standards	<b>HPE 4</b>	<b>HPE 4</b>	<b>HPE 4</b>	<b>HPE 2, HPE 4</b>	<b>HPE 2, HPE 4</b>	<b>HPE 2, HPE 4</b>	<b>HPE 4</b>			
National Standards	<b>NPE 1, NPE 5</b>	<b>NPE 1</b>	<b>NPE 1</b>	<b>NPE 1, NPE 5</b>	<b>NPE 1</b>	<b>NPE 1</b>	<b>NPE 1</b>			

## Physical Activity and Lifetime Wellness

2. Sport Skills and Lifetime Activities										
<b>A.</b>  <b>Skill Techniques</b>	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9-12</b>
			Demonstrate proper techniques for a variety of fundamental skills	Demonstrate proper techniques for a variety of fundamental skills while practicing with a partner (e.g., realize there was too much force when a ball was overthrown)	Identify the proper techniques of specialized skills (e.g., law of opposition)	Critique techniques and provide feedback (e.g., throwing – throwing arm, side away from target, rotate hips) to teacher or partner	Demonstrate skills successfully in modified games of increased complexity		Analyze selected skills and correct errors to improve skill technique	Analyze skill techniques of self and others, detect skill errors, and make corrections to show improvement (e.g., peer assessment)
State Standards			<b>HPE4</b>	<b>HPE4</b>	<b>HPE4</b>	<b>HPE4</b>	<b>HPE4</b>		<b>HPE4</b>	<b>HPE 4</b>
National Standards			<b>NPE 2</b>	<b>NPE 2</b>	<b>NPE 2</b>	<b>NPE 2</b>	<b>NPE 2</b>		<b>NPE 2</b>	<b>NPE 2</b>

## **Physical Activity and Lifetime Wellness**

2. Sport Skills and Lifetime Activities										
B.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
	Individual, Dual and Team Sports									
				Demonstrate a variety of sport specific lead-up games		Demonstrate ability to follow rules, cooperate with teammates and apply a simple strategy in a variety of sport specific lead-up games	Identify terminology, list rules and safety principles appropriate for individual, dual and team sports	Apply terminology, scoring, etiquette, player position and equipment, safety principles and game rules for individual, dual and team sports	Explain sport history	Summarize the history, rules, terminology, scoring and etiquette in a variety of individual, dual and team sports
						Demonstrate basic competence in a variety of individual, dual and team sports	Apply basic offensive and defensive strategies in a modified game setting	Analyze play of their opponent and apply defensive and offensive techniques	Demonstrate an increased level of competence in skill techniques, scoring, and safety practices in a variety of individual, dual and team sports	Identify and apply rules of play, skill techniques and basic game strategies in a variety of individual, dual and team sports
										Consistently demonstrate skill competency in a variety of individual, dual and team sports
State Standards				<b>HPE 4</b>		<b>HPE 4</b>	<b>HPE 4</b>	<b>HPE 4</b>	<b>HPE 4</b>	<b>HPE 4</b>
National Standards				<b>NPE 2</b>		<b>NPE 5</b>	<b>NPE 2, NPE 5</b>	<b>NPE 2, NPE 5</b>	<b>NPE 2, NPE 5</b>	<b>NPE 1, NPE 2, NPE 5</b>

# Physical Activity and Lifetime Wellness

2. Sport Skills and Lifetime Activities										
C.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
	<p><b>Outdoor Pursuits/Recreational Activities</b></p> <p>Define terminology, list rules and safety principles appropriate for outdoor pursuits and recreational activities (e.g., table tennis, orienteering)</p> <p>Apply terminology, scoring, etiquette, safety principles, and rules appropriate for outdoor pursuits and recreational activities</p> <p>Demonstrate an increased level of competence in a variety of outdoor pursuits and/or recreational activities</p> <p>Demonstrate basic competence in a variety of outdoor pursuits and recreational activities</p> <p>Demonstrate an increased level of competence in a variety of outdoor pursuits and/or recreational activities</p> <p>Summarize and apply rules, etiquette, skill techniques, and basic strategies in a variety of outdoor pursuits and recreational activities</p> <p>Consistently demonstrate skill competency in a variety of outdoor pursuits and recreational activities</p>									
State Standards							<b>HPE 4</b>	<b>HPE 4</b>	<b>HPE 4</b>	<b>HPE 4</b>
National Standards							<b>NPE 1, NPE 5</b>	<b>NPE 1, NPE 5</b>	<b>NPE 1</b>	<b>NPE 1, NPE 5</b>

# Physical Activity and Lifetime Wellness

2. Sport Skills and Lifetime Activities										
D.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
	<p><b>Specialized Activities *</b></p> <p><b>*Aquatics and gymnastics only taught where facilities are available</b></p>									
			Demonstrate basic apparatus activities on a balance beam, climbing rope, cargo net, parallel bars, vault, and climbing wall	Demonstrate basic apparatus activities (e.g., balance beam – a forward movement; climbing rope – from a supine position students ascend to a stand and descend to a sit; cargo net – ascending and descending climb to grade level height; parallel/even and uneven bars – under bar activities; horizontal bar – front support; spring board – jump and land)	*Demonstrate competence in basic swimming strokes and safety skills in, on and around the water when facilities allow and is district approved (e.g., first-aid, water patrol, boater safety)		Define terminology, list rules and safety principles appropriate for specialized activities included in the instructional program	Demonstrate an increased level of competence in a variety of physical activities (e.g., gymnastics, aquatics)	Demonstrate an intermediate level of competence in a variety of physical activities (e.g., gymnastics, aquatics)	Summarize the history, rules, terminology and etiquette in aquatics or gymnastics
State Standards			<b>HPE 4</b>	<b>HPE 4</b>	<b>HPE 4</b>		<b>HPE 4</b>	<b>HPE 4</b>	<b>HPE 4</b>	<b>HPE 4</b>
National Standards			<b>NPE 1</b>	<b>NPE 1</b>	<b>NPE 1</b>		<b>NPE 1</b>	<b>NPE 1</b>	<b>NPE 1</b>	<b>NPE 1</b>

## Physical Activity and Lifetime Wellness

2. Sport Skills and Lifetime Activities										
E.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
	Investigate the health, fitness and sport industry careers (e.g., panel of community members, personal interviews, internet research)									
Careers								Investigate the health, fitness and sport industry careers (e.g., panel of community members, personal interviews, internet research)	Describe the requirements for careers that can be pursued in outdoor pursuits and recreational activities	Investigate and cite career opportunities available as related to physical education (e.g., panel, research paper)
State Standards								N/A	N/A	N/A
National Standards								NPE 6	NPE 6	NPE 6

# Physical Activity and Lifetime Wellness

3. Rhythms and Dance										
A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
	Demonstrate the concept of beat/rhythm pattern as it applies to music and movement (e.g., clap, drum)	Demonstrate basic cues to music (e.g., hokey pokey)	Demonstrate movements to different rhythms	Define and differentiate between tempo and beat		Recognize and move to a tempo or beat with various intensity, mood, accent and rhythm patterns				
<b>Essential Elements of Rhythm</b>	Demonstrate simple movements to music (e.g., march to beat)	Demonstrate a simple dance step in keeping with a dance tempo								
State Standards	<b>HPE 4, FA 2, FA 4</b>	<b>HPE 4, FA 2, FA 4</b>	<b>HPE 4, FA 2, FA 4</b>	<b>HPE 2, HPE 4, FA 2, FA 4</b>		<b>HPE 2, HPE 4, FA 2, FA 4</b>				
National Standards	<b>NPE 1</b>	<b>NPE 1</b>	<b>NPE 1</b>	<b>NPE 1</b>		<b>NPE 1</b>				

# Physical Activity and Lifetime Wellness

3. Rhythms and Dance										
B.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
	Demonstrate the ability to use your body as a means of expression (e.g., snowman melting)	Create/interpret movements to a variety of music (e.g., locomotor/nonlocomotor skills to beat/rhythm pattern)	Demonstrate the ability to create rhythmic movement patterns (e.g., float high, stomp, turn, crawl slow)	Demonstrate ability to interpret and move to a variety of music (e.g., fluid and smooth movements, strong and intense movements)		Communicate ideas and feelings through dance movement (e.g., sports dance, joy, anger)		Apply fundamental movement skills to create a simple movement sequence (e.g., locomotor, non-locomotor, self-expression, self-evaluation)	Analyze the creative and aesthetic aspects of a dance pattern (e.g., direction, time, flow, level, energy)	
Creative/Interpretive										
State Standards	<b>HPE 4, FA 1, FA 2</b>	<b>HPE 4, FA 1, FA 2</b>	<b>HPE 4, FA 1, FA 2</b>	<b>HPE 4, FA 1, FA 2</b>		<b>HPE 4, FA 1, FA 2</b>		<b>HPE 4, FA 1, FA 2</b>	<b>HPE 4, FA 1, FA 2</b>	
National Standards	<b>NPE 1, NPE 6</b>	<b>NPE 1, NPE 6</b>	<b>NPE 1, NPE 6</b>	<b>NPE 1, NPE 6</b>		<b>NPE 1, NPE 6</b>		<b>NPE 1, NPE 6</b>	<b>NPE 1, NPE 6</b>	

# Physical Activity and Lifetime Wellness

3. Rhythms and Dance										
C.  Rhythmic Activities	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
		Demonstrate rhythmic activities (e.g., lummi sticks, jump rope, parachute)	Create personal rhythmic pattern with a manipulative (e.g., lummi stick)	Demonstrate rhythmic routines using fundamental movement skills and/or a manipulative (e.g., teacher-directed routine using streamers)		Create simple rhythmic routines using fundamental movement skills in partner and small group situations	Describe the benefits of dance as a lifetime activity as it relates to fitness (e.g., flexibility, muscle coordination)	Design an exercise routine to accompany music that emphasizes fitness components (e.g., jump rope, aerobics, line dance)		Demonstrate rhythmic activities that use a variety of equipment to develop various components of fitness (e.g., dumbbells, exercise bands, steps, balls, scarves)
State Standards		<b>HPE 4, FA 1, FA 2</b>	<b>HPE 4, FA 1, FA 2</b>	<b>HPE 4, FA 1, FA 2</b>		<b>HPE 4, FA 1, FA 2</b>	<b>HPE 4, FA 1, FA 2</b>	<b>HPE 4, FA 1, FA 2</b>		<b>HPE 4, FA 1, FA 2</b>
National Standards		<b>NPE 1</b>	<b>NPE 1</b>	<b>NPE 1</b>		<b>NPE 1</b>	<b>NPE 6</b>	<b>NPE 4</b>		<b>NPE 4</b>

# Physical Activity and Lifetime Wellness

3. Rhythms and Dance										
D.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
	Forms of Dance	Demonstrate a simple dance	Demonstrate a simple dance with a partner	Demonstrate simple step patterns (e.g., step-together-step-touch), and scattered formations in dance	Demonstrate step patterns (e.g., do-si-do), simple positions (e.g., promenade) and formations (e.g., partner scattered) in dance	Perform a traditional folk or square dance (e.g., Cotton Eyed Joe and Patty Cake Polka)	Exhibit basic dance skills and fundamentals while demonstrating various dance forms (e.g., folk, line, square, social)		Analyze differences and similarities in dances from various cultures	Demonstrate basic skills and social etiquette in a variety of dance forms utilizing different cultural backgrounds (e.g., line dance, social, folk, aerobic, square, jazz, contemporary)
State Standards		<b>HPE 4, FA 1, FA 2</b>	<b>HPE 4, FA 1, FA 2</b>	<b>HPE 4, FA 1, FA 2</b>	<b>HPE 4, FA 1, FA 2</b>	<b>HPE 4, FA 1, FA 2</b>	<b>HPE 4, FA 1, FA 2</b>		<b>HPE 4, FA 1, FA 2</b>	<b>HPE 4, FA 1, FA 2</b>
National Standards		<b>NPE 1</b>	<b>NPE 1</b>	<b>NPE 1</b>	<b>NPE 1</b>	<b>NPE 1</b>	<b>NPE 1</b>		<b>NPE 1</b>	<b>NPE 1, NPE 5, NPE 6</b>

## Physical Activity and Lifetime Wellness

3. Rhythms and Dance										
E.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
	Social/Cultural Aspects of Dance									
	Demonstrate appropriate social skills (e.g., responding to a partner in a positive manner)	Identify historical origins of folk dances (e.g., Kinder polka – Germany)			Identify the historical and cultural origin of various international folk dances (e.g., Teton Mountain Stomp – USA)	Demonstrate appropriate social skills while participating in dance activities, including etiquette and courtesies appropriate to various dance forms	Discuss the cultural and historic context of at least one dance form			Compare the recreational and social aspects of a variety of dances and their impact on cultural development
State Standards		<b>HPE 5</b>	<b>HPE 4, FA 5</b>			<b>HPE 4, FA 5</b>	<b>HPE 4, FA 5</b>	<b>HPE 4, FA 5</b>	<b>HPE 4, FA 5</b>	<b>HPE 4, FA 5</b>
National Standards		<b>NPE 5</b>	<b>NPE 5</b>			<b>NPE 5</b>	<b>NPE 5, NPE 6</b>	<b>NPE 5, NPE 6</b>	<b>NPE 5, NPE 6</b>	<b>NPE 5, NPE 6</b>